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ABSTRACT

Although there are many different approaches, statements of aims, and definitions of multicultural education, an examination of literature by specialists in the field indicates that there is a high level of consensus about its aims and goals. A major goal, as recognized by specialists in the field, is the reform of schools and other educational institutions so that students from diverse racial, ethnic, and social-class groups can experience equality. The current debate about the extent to which the histories and cultures of women and people of color should be incorporated into the study of Western civilization has complicated the search for clear disciplinary boundaries within the field. A look at the history of the multicultural education movement and the construction of knowledge about multicultural education reveals insights into the problems and promises of multicultural education today. The most important implication of a review of multicultural education research today is that it must be conceptualized and viewed broadly if it is to bring about meaningful change in education. (Contains 260 references.) (SLD)

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